MSc Applied Translation

UNIVERSITY OF STRATHCLYDE & MIDDLE EAST UNIVERSITY

Course Handbook 2022-23

Welcome

It is our real pleasure to welcome you to the brand-new MSc Applied Translation programme. This joint endeavour is the result of an innovative wider collaboration between the University of Strathclyde and the Middle East University, and we are delighted that you have chosen to pursue your postgraduate study with us at this exiting time. We sincerely hope that you will enjoy being part of this important initiative, and we look forward to helping you build your academic and professional portfolio over the coming year. This course offers you the opportunity to identify your strengths and talents and gain real-life translation experience. We hope that you make full use of the resources and that you thrive in your study.

Throughout the course, you will see that we take great pride in our research and innovation in teaching and learning. We believe in 'useful learning' and make great effort to offer the best possible learning experience to our students. This MSc is focused on translation practice with a clear vision: to train professional translators who are well-equipped with specialized domain knowledge, advanced technology skills and a sound capacity for critical thinking. We understand the importance of these abilities when it comes to working in the translation industry; all our classes have been designed with these specific outcomes in mind, and they will also offer you the opportunity to develop broader personal and communicative skills as well.

As you study with us, you will find that we will encourage you to work on industry-based translation tasks and projects. You will have to meet deadlines and occasionally work within a team. It is going to be a stimulating and challenging journey, but rest assured that our wonderful staff from both Strathclyde and MEU will be on hand to help guide and advise you. We strive to offer you a rich and fruitful learning experience, and therefore value greatly your feedback. Your reflections on the course content, learning material, assessment methods, course structure, course outcomes etc. will help us immensely in improving the course and in facilitating learning.

As you know, the MSc Applied Translation is a one-year full-time taught postgraduate programme (PGT). The MSc postgraduate degree will be awarded upon successful completion of all modules as well as the final dissertation, although it is also possible to exit with a postgraduate diploma (PGDip) on the successful completion of the taught component, i.e. before progressing to the dissertation.

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This handbook is a guide to all the modules you are expected to complete, and it also offers information about the way the MSc Applied Translation is organized, as well as highlighting key academic and pastoral resources that you can access at Strathclyde. It is structured around a series of themes that we feel might be important to your study and life and we hope it will get you off to a good start in your studies

We wish you every success in the coming year, and welcome once again!

Dr Sharon Deane-Cox
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Please note: the contents of this document are as far as possible up to date and accurate at the date of publication, but students should remain mindful that changes may occur. The University of Strathclyde reserves the right to add to, amend, or withdraw courses and facilities, to restrict student numbers and to make any other alterations as it may deemed desirable and necessary. Changes are published by incorporation in the University Regulations, and in the unlikely event of any conflict between the Regulations and other University publications including Course Handbooks, Regulations take precedence.

Introduction to the course

Aims of the course

The course aims to provide you with an opportunity to develop a deeper understanding of the translation industry and to provide you with a comprehensive skill set and tool kit to work in the field or in allied areas. The course is intended for those who have good bilingual proficiency and are keen to develop their knowledge and skills in translation; for existing translation practitioners who want to gain a more up-to-date understanding of theory and practice; and for others who wish to develop their range of professional skills in applied translation for the benefit of their future career, not least in multinational business contexts. It is also a stepping-stone to pursue a Ph.D. in the field of Translation Studies.

Learning outcomes

On successful completion of the MSc Applied Translation, students should be able to:

- acquire a keen familiarity with and understanding of various specialized text types, their challenges, and corresponding translation solutions;
- develop theoretical and conceptual knowledge from the field of Translation Studies and apply those insights to their translation practice;
- acknowledge and employ different strategies for effective translation across a range of scenarios and contexts;
- identify and critically evaluate the appropriateness and value of translation decisions made by oneself and others;
- demonstrate an ethical approach to translation decision-making and client interactions;
- demonstrate an awareness of diversity in multicultural communication settings and cross-cultural relations;
- engage in translation practice that meets the quality expectations of industry;
- further build their teamwork, collaborative and interpersonal skills;
- engage productively in self-reflection and self-assessment in order to identify one's professional strengths for future career development;
- compile an academic/professional portfolio for future study/career
- employ the most current translation technologies with confidence, while maintaining a critical stance on its strengths and weakness of the technologies.

Structure of the course

Semester 1	Semester 2	Semester 3
Translation & Interpreting Studies [20 credits]	**Business Translation** [20 credits]	**DISSERTATION** [60 credits]
Text Typology & Translation [20 credits]	**Translating for the Travel & Tourism Sector** [20 credits]	
Translating Media [20 credits]	**Translation & Language Technology** [20 credits]	
Total credits for PG Diploma = 120		
Total credits for MSc = 180		

If you complete and pass all the required modules in semester 1 and 2, you will obtain a Postgraduate Diploma and you will have the option to continue on to the MSc to complete a research dissertation or a translation/interpreting project. The weighting for each class is 20 credits, with the exception of the dissertation which is 60 credits.

The degree structure – including rules and regulations governing the degree – can be found online at: https://www.strath.ac.uk/media/1newwebsite/documents/academicregulations22x2f23/hasspgt/2022-23_Applied_Translation.pdf

Taught class details

R5915 Translation and Interpreting Studies (Semester 1/20 credits)

Aims of the class

The aim of this class is to provide you with an overview of key theoretical developments in the related fields of Translation Studies and Interpreting Studies. It will help you to better identify the links between theory and practice on various levels of the text and to understand how such approaches have evolved over the years to encompass broader considerations of context as well. The class will equip you with the conceptual and analytical skills to undertake translation and interpreting practice in an informed, professional manner. It will also give you the tools to identify and critically assess the strategies employed in existing translations and interpretation, an awareness which in turn will feed back productively into your own expertise development.

Learning outcomes

1. Understand and synthesize major developments in the field of Translation and Interpreting Studies
2. Critically evaluate a range of translation and interpreting strategies using appropriate theoretical and methodological approaches
3. Appreciate the influence of social and cultural contexts on the production of translation and interpreting texts
4. Build own translation and interpreting skill set based on the appraisal of existing translation and interpreting practices
5. Assess independently the nature and scope of various translation and interpreting tasks

Syllabus

- Introduction to Translation & Interpreting Studies
- Linguistic & stylistic equivalence
- Formal & dynamic equivalence
- Sociocultural approaches
- Non-standard language
- Audiovisual translation
- Ideological & ethical approaches
- Comparative analysis workshop
- Student presentations

Assessment

1. Annotated bibliography [1000 words] (30%)
2. Comparative analysis [2000 words] (70%)

R5914 Text Typology and Translation (Semester 1/20 credits)

Aims of the class
This class will serve as an introduction to a range of specialised translation domains, allowing you to hone your practical skills, as well as identify potential future career trajectories. You will have the opportunity to become more familiar with the communicative goals of different text types and with their particular conventions, including terminology, structure, syntax and tone. You will also gain hands-on experience of analysing and translating specialised texts, while developing a personal toolkit of translation resources and solutions. Ultimately, this class will enable you to work towards professional standards of translation production and presentation, and to build your portfolio of practical work that you can showcase to employers.

Learning outcomes
1. Be able to identify particular genres, registers and text types
2. Demonstrate an understanding of the language-specific conventions of particular text types
3. Employ strategies for the translation of particular text types
4. Produce translations of a professional standard

Syllabus
- Introduction to text analysis
- Advanced approaches to text analysis
- Scientific & technical translation
- Tourism translation
- Museum translation
- Political translation
- News translation

Assessment
1. Timed translation [500 words] (40%)
2. Extended translation assignment (60%)

R5917 Translating Media (Semester 1/20 credits)

Aims of the class
This class aims to familiarize students with a diverse range of media text types, including their distinct linguistic features and discursive styles. Through in-depth reading of literature on the translation of media texts and critical analysis of the translation of media texts, including public relation documents, soft news, and audio-visual texts, students will develop critical thinking skills and efficient coping strategies to tackle various problems in the translation of media texts.

Learning outcomes

1. Differentiate between a wide range of print and non-print media texts and their discursive features and styles
2. Demonstrate the ability to critically analyse challenges posed by cultural and ideological differences
3. Identify and analyse problems of media translations and come up with appropriate solutions
4. Analyse language features and styles of different genre types of media translation and critically evaluate published media translations
5. Produce the translation of media texts with confidence for a particular language pair and be able to justify one's solutions

Syllabus

- Introduction to text analysis
- Advanced approaches to text analysis
- Scientific & technical translation
- Tourism translation
- Museum translation
- Political translation
- News translation

Assessment

1. Translation [500 words] (40%)
2. Translation [750 words] and commentary [750 words] (60%)

R5913 Translation with Language Technology (Semester 2//20 credits)

Aims of the class

Machine translation and computer-assisted translation technologies have transformed the translation industry, facilitating efficiency and enabling standardisation across translated texts. The ability to leverage that technology is essential for the development of a professional career, and this class aims to ensure you can approach industry with a sound understanding of how machine translation works and an ability to evaluate its output, along with a high level of proficiency in post-editing and in the use of Trados software.

Learning outcomes

1. Understand the rationale and the significance of translation and language tools
2. Appreciate how machine translation has developed over time, along with the strengths and weakness of each approach
3. Become proficient in post-editing, including being able to differentiate between full and light approaches
4. Leverage Trados Studio software in ways that improve translation efficiency and consistency
5. Critically evaluate when the use of such technology is relevant and helpful

- Introduction to machine translation
- Full & light post-editing
- Getting started with Trados Studio
- Multiterm
- Project management
- Q&A

Assessment

1. Full post-editing task [700 words] (40%)
2. Trados Studio project with translation [500 words] and commentary [1000 words] (60%)

R5912 Business Translation (Semester 2/20 credits)

Aims of the class

This class delves deeper into the specialized area of business translation. It aims to enhance your understanding and mastery of business discourse in general, while building your practical translation toolkit in particular. Students will be encouraged to explore a wide range of business-related text types and they will also be supported in their hands-on translation practice as they work with real world and simulated scenarios. This work-based learning will, in turn, serve as a foundation for the development of rigorous decision-making around linguistic and cultural challenges, and the further accumulation of expertise and confidence.

Learning outcomes

1. Understand similarities and differences in linguistic and cultural symbols between a chosen language pair
2. Appreciate distinctiveness in linguistic and cultural transfers in handling business texts of varying genres
3. Identify distinct linguistic and stylistic features in business discourse between the chosen language pair
4. Critically analyse and produce business texts of varying genres for the two languages involved

Syllabus

- Translation in/as business
- Business communication & discourse analysis
- Advertising
- Website localization
- Translation & commentary workshop
- Translation in international bodies
- Financial translation

- Student-led class
- Subtitling workshops

Assessment

1. Translation [500 words] (40%)
2. Translation & commentary [750 word translation; 1000 word commentary] (60%)

Schedule of Assessment

Semester 1

Class	Assessment	Deadline	Material	Pass Mark
R5915	Annotated bibliography (30%)	tbc	Student-selected	
	Comparative analysis (70%)	tbc	Student-selected	
R5914	Timed translation (40%)	tbc	Staff-selected	50
	Translation, database, discussion (60%)	tbc	Student-selected	
R5917	Translation (40%)	tbc	Student-selected	
	Translation and commentary (60%)	tbc	Student-selected	

Semester 2

Class	Assessment	Deadline	Material	Pass Mark
R5913	Full post-editing task (40%)	tbc	Staff-selected	50
	Trados Studio project (60%)	tbc	Student-selected	

R5912	Translation (40%)	tbc	Staff-selected	
	Translation and commentary (60%)	tbc	Student-selected	
R5916	Translation (40%)	tbc	Student-selected	
	Case study (60%)	tbc	Student-selected	

Dissertation

There are two routes that you can take to complete this 60 credit class: the theoretical one where you complete a **research dissertation** on one aspect of translation theory; or the practical one where you complete a **translation and commentary**. Both routes require participants to synthesize and apply the knowledge and skills learned throughout the course in order to demonstrate their professional understanding of and abilities in the field of translation.

Successful completion of the dissertation is mandatory and essential if students wish to qualify for the MSc Applied Translation award. Postgraduate students must complete all of the taught elements of their programme of study before they can progress to the final project. (Regulation 19.1.30) https://www.strath.ac.uk/sees/educationenhancement/qualityassurance/universityregulations/

Aims of the class
The class aims to equip students with thorough and critical understanding of relevant translation theories and how they can be effectively applied to practical and or research scenarios. Students will have the opportunity to design and undertake a significant translation project independently, under supervision; this project will be shaped and informed by the knowledge and skills that students have built up in the taught components of the programme and will stand them in good stead for a career in industry and/or further doctoral study.

Learning outcomes
1. Understand and apply key theoretical approaches drawn from the field of translation studies, or related disciplines

2. Integrate that theory with practice
3. Identify original research questions or translation projects
4. Develop discussions and commentaries on the basis of critical thinking and effective engagement with secondary reading
5. Communicate ideas and arguments clearly, concisely and persuasively
6. Demonstrate advanced translation and/or research skills

Syllabus
Students will undertake tasks of varying nature. Supervision is mainly delivered through one-to-one and face-to-face discussions with students.

Assessment
Research dissertation or Translation & Commentary (100%)

Dissertation timetable
Semester 1: You should begin to consider suitable topics and discuss these with the relevant lecturer.
Semester 2: You should draw up a shortlist of up to three potential topics. You should also decide whether you wish to undertake a research dissertation (recommended for students considering further doctoral study) or a translation/interpreting project.
Semester 2: April – You should draft your proposal, outlining your preferred methodology and a including a listing key readings.
Semester 2: May-July/August – Researching/producing and writing up period. You will normally have three meetings with your dissertation supervisor which can be scheduled at mutually convenient times.
Mid-August: You will submit your dissertation by uploading a copy on to the relevant class page on Myplace. (Deadline tbc)

Dissertation Guidelines

Option 1: Translation & Commentary
The aim of this particular dissertation is to demonstrate both a practical and a theoretical engagement with the taught component of the programme through the production of an original translation and a critical commentary. The dissertation is thus a showcase for the development of your professional translation, conceptual, analytical and evaluative skills. In more general terms, the dissertation is a significant piece of writing which demands original thought, in-depth inquiry into and knowledge of a specific topic, as well as respect for academic conventions.

Length & Weightings
Source or target text: 9,000 English words
Commentary: 6,000 words, including tables, graphics and references.
Word count will be inverted for AVT projects, i.e. 6,000 word translation and 9,000 word commentary.

The **translation** component will be worth **40%** of the overall mark and the **commentary** will be worth **60%**.

Choice of source text

As this is an original piece of work, the source text must not have appeared in translated form, in print or online, fully or partially. Nor should you choose any text that you have previously worked on in class.

The source text should also be challenging; this will allow you to (i) demonstrate your translation expertise, and (ii) select rich and salient examples for discussion in the commentary.

Lastly, you should select a source text that you find interesting, intriguing, stimulating etc., and also one that is potentially advantageous in terms of your future career goals. Bear in mind that you can present this dissertation as part of your professional portfolio.

Structure

Your dissertation should comprise the following sections, in this order:

- Abstract (300 words, excluded from word count)
- Title page & declaration of originality
- Introduction
    - Topic
    - Translation brief (hypothetical; realistic)
    - Contribution
    - Outline
- Source text and target text
- Commentary
    - Literature review: critical discussion of the theoretical approaches and concepts that were most relevant to and informed your translation practice;
    - Analysis: identification and illustration of key translation issues, evaluation of decision-making process, and justification of chosen solution, with clear links to theoretical framework
- Conclusion
    - Reflection on the main outcomes and limitations, and suggestions for future directions of practice or research

Option 2: Research Dissertation

The primary aim of the research dissertation is to add to existing knowledge in the field of Translation and Interpreting Studies through the investigation of an original and worthwhile research question. There are multiple forms that this investigation could take, e.g. testing a hypothesis, gathering and analysing new data, proposing a new theoretical or methodological framework, or exploring an original line of enquiry in translation or interpreting history, quality assessment, ethics etc. It is important to

note that this is a very challenging undertaking, one which requires well-developed skills in synthesizing and critiquing complex material, and in designing and implementing qualitative and/or quantitative methodologies.

Length
15,000 words including tables, graphics and references.

Structure
- Abstract (300 words, excluded from word count)
- Title page & declaration of originality
- Introduction
    - Background to topic
    - Brief statement of research question(s) & significance
    - Outline
    - Aim and scope
    - Clear statement and justification of research question(s)
    - Scope of project
- Literature Review
    - Critical synthesis, definition and discussion of the theoretical approaches and concepts that were most relevant to and informed your research
- Methodology
    - Discussion and justification of *how* you answered you research question(s), e.g. case study method; critical discourse analysis; interviews
- Findings
    - Present findings & answer research question
    - Substantiate claims, arguments, hypotheses etc.
- Conclusion
    - Reflection on the main outcomes and limitations, and suggestions for future directions of practice or research

Referencing
Use the APA or Harvard style of referencing to provide in-text citations and a final reference list. Please note that a reference list comprises only those sources that have been cited in the dissertation itself. We do not require a bibliography which would list all sources that you have consulted, but not necessarily cited. In-text citations must be provided for direct quotations and for all instances where you have paraphrased the ideas of a given author. Care should also be taken when formatting longer quotes, i.e. over 4 lines of text: these passages must be indented and presented offset in single-space type WITHOUT quotation marks.

Formatting
- The source text and target text should be presented on parallel pages, i.e. ST on the left, TT on the right

- Line numbers should be provided in both ST and TT to facilitate reference in commentary, e.g. (ST: l.54; TT: l.63)
- Back translations must be provided for all non-English quotes/examples used in the commentary
- Font size: 11 or 12 points
- Spacing: 1.5 line or double spaced

Submission

Students must submit one electronic copy (MS-Word or PDF) of their coursework via the relevant link on the Myplace class page; all coursework must be submitted on or before the published deadline date. The relevant feedback sheet must be inserted at the beginning of all submissions. You should not wholly or substantially reproduce material from your dissertations into other coursework. If in doubt consult the class tutor.

Your supervisor and you

It is your responsibility:
⇒ to research, write and submit two copies of the completed dissertation in the form specified in these guidelines, and by the required date;
⇒ to meet with your allocated supervisor as required to present progress reports and to seek advice at dates and times arranged in advance. A normal pattern of supervision would involve 3 meetings before submission. Supervision can be carried out in person, through emails or on Zoom;
⇒ to inform the supervisor, dissertation class coordinator or the postgraduate coordinator well before any deadline of any major difficulties being encountered in researching or writing the dissertation;
⇒ uphold high standards of academic integrity and honesty

It is the responsibility of your supervisor to provide adequate supervision. This involves being available:
⇒ to discuss with the you the proposed topic in terms of its scope, the available sources and the academic relevance;
⇒ to give approval to the agreed topic;
⇒ to provide guidance, where required, of the location of primary and/or secondary sources, or advise on other members of the department who might assist;
⇒ to comment on your ideas on structure and content of the dissertation;
⇒ to offer advice where required on methodologies to be employed;
⇒ to read and offer constructive written and verbal comments on the first draft of the dissertation;

It is NOT the responsibility of your supervisor:
⇒ to conduct research for you or to read or provide extensive comment on your research notes;
⇒ to proofread your work;
⇒ to comment on your translation practice;
⇒ to respond to last-minute requests before the deadline

Resources

The University of Strathclyde Library can provide you with online or physical access to a good number of Translation Studies resources, including journals, edited volumes, textbooks and monographs. If you need any help in navigating the library system, please contact our librarian, Sarah Kevill (sarah.kevill@strath.ac.uk), who will be happy to assist you.

Useful guides

Biggam, J. (2015) *Succeeding With Your Master's Dissertation: A Step-By-Step Guide*, 3rd ed., Maidenhead: Open University Press/McGraw-Hill Education. [Available online through library]
Referencing: https://uk.sagepub.com/en-gb/eur/referencing-made-easy
Critical thinking: https://uk.sagepub.com/en-gb/eur/developing-critical-skills
Studytube: https://uk.sagepub.com/en-gb/eur/studytube

Assessment procedures & policies

You are expected to complete all the assessments in order to qualify for the award of MSc and failure to complete all your assessments may jeopardize your award. All assessments must be uploaded on to Myplace and have a signed Authorship Statement. Assessment requirements and guidelines are normally published by the class co-ordinator on Myplace.

You must reach a pass mark of 50% in every class in order to be awarded the MSc or PgDip.

Submission Procedure

You must upload an electronic copy of your coursework to Myplace on or before the published deadline date. A subject feedback sheet must be inserted into all electronic submissions [see Appendix]. These will also be made available on the relevant MyPlace class pages.

Coursework is deemed to be late when it is submitted after the published deadline without an agreed extension and will be subject to penalties on a sliding scale. A late submission within 24 hours of the deadline will incur a penalty of 10% applied to the original mark, and for each subsequent 24-hour period, an additional 5% penalty will be applied to the original mark. The application of penalties will be capped for coursework that is of a Pass standard. Coursework submitted after seven calendar days of the published deadline date and time will receive a mark of zero. Students who can demonstrate that they faced exceptional circumstances on the deadline day, and who submit their coursework within 4 hours of the published date and time, will not have their coursework subject to penalties. This 4-hour period is called the 'grace period'.

All deadlines will be made available on the individual class Myplace pages. For further information, please see the University's Policy and Procedure for Late Submission of Coursework.

IMPORTANT: Failure to submit all required coursework could result in a mark of zero being returned to the relevant Board of Examiners.

IMPORTANT: For the purpose of anonymous marking, when submitting coursework or dissertations you must use your student registration number as the file name and not your name.

Extensions

Before requesting an extension, students are advised to read this section fully. The extension request requirements vary depending on the length of extension requested and the method by which the request is submitted. There is also some guidance on what might constitute grounds for an extension request to be granted.

Students requesting an extension to the deadline for a piece of coursework must apply via the extensions tool in Myplace (usually in the assessment submission box).

Please pay attention to the examples found under the heading *'Grounds for Extending the Deadline for Coursework Submission'* below. These are taken from the Policy and Procedure on Extensions to Coursework Submission. The policy intends to be supportive of students, and staff will monitor students' use of extensions in order to identify students who may require support. The policy provides examples of what might be grounds for granting an extension and what is unlikely to be grounds for the granting of an extension. The list does not try to cover every possible scenario so students should discuss with staff any circumstances that are negatively impacting their studies.

> **Extension requests will normally be made in advance of a coursework submission deadline. In exceptional cases, students may apply for an extension retrospectively.**

Extension of less than seven calendar days

Requests for an extension of less than seven calendar days do not require formal supporting evidence (e.g., a doctor's letter). However, students are encouraged to communicate to staff any circumstances that are negatively impacting their studies as early as possible. If other assessments or aspects of their studies are also impacted, students should use the **self-certificate facility on Pegasus** to notify the University of all personal circumstances (including medical reasons) that will affect your continued engagement.

When completing the self-certificate on Pegasus, please enter the dates of your personal circumstance in the boxes provided. Should your circumstance extend beyond the dates you have already recorded you can enter a further self-certificate at a later date. You must record a brief reason in the text box below. However, please keep the number of words to a minimum to describe your circumstance e.g. CV19 self-isolation, close bereavement etc.

To record a self-certificate, log on to Pegasus>Personal tab>Personal Circumstances>ADD SELF CERTIFICATE

Extension of longer than seven days

For extensions that are longer than seven days, it is essential that students complete the self-certification procedure outlined above. There is information about the Personal Circumstances Procedure <u>on the website</u>.

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Failure to submit evidence of medical or personal circumstances <u>for extension requests of seven days or more</u> could result in the extension request being rejected or revoked and/or any subsequent academic appeal being regarded as inadmissible.

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Students should note that certified cases of medical and/or personal circumstances will be considered sympathetically and the rules will be applied in a caring manner. Where there are sensitivities or difficulties in obtaining evidence (for example, a death certificate), a compassionate approach will be taken. The rules are designed to be as clear as possible, to help students plan their work sensibly and ensure parity in the service provided to all students.

Grounds for Extending the Deadline for Coursework Submission

The list below does not try to cover every possible scenario but provides examples of what might be grounds for granting an extension and what is unlikely to be grounds for the granting of an extension. Students should not be discouraged from submitting a request if they do not see their situation described below.

Examples of Medical Circumstances

Medical conditions or illness, including physical and/or mental health problems that negatively impact a student's preparation for an assessment.

Examples of Personal Circumstances

- serious illness or death of a person close to the student
- family break-up
- being a victim of crime
- being in a serious car accident
- jury service
- significant relationship breakdown
- unexpected caring commitments
- homelessness
- Home Office requirements
- fire
- flood

- adverse weather conditions
- exceptional travel circumstances outwith a student's control which prevented them from meeting the published submission date
- other exceptional circumstances that can be reasonably considered to negatively impact a student's ability to submit coursework on time.

The following circumstances would not be acceptable grounds for granting an extension:
- poor planning and time management
- error made in understanding the published dates of assessment submissions
- having another assessment due on or around the same date
- minor IT issues such as computer failure
- failure of third parties to deliver the assessment
- holidays, social events, moving house, or any event planned in advance of the submission deadline
- failure to make alternative travel plans when disruptions were advised in advance

Myplace Extension Request Process

Instructions for the submission of an extension request via Myplace are below. <u>A version of these instructions with images of the screen to support the explanation is also available.</u>

1. Go to the Myplace site for the class in which you wish to request an extension to the deadline of a piece of coursework
2. Click on the assignment link for the piece of coursework. This will open a page containing information about the assignment, the status of your submission and the deadline
3. Click on the Extensions section and select 'Request Extension'
4. You will be required to fill in three parts of a form:
    i. Select a reason from the dropdown list
    ii. Propose a new deadline (date and time)
    iii. Describe in more detail your reason for requesting an extension
5. Submit your extension request

You will receive a Myplace notice and an email to confirm that your request has been submitted. If you have downloaded the University's Mobile App and have logged in using your DS username, you will also receive a push notification on your device.

Your request will be considered, resulting in one of the following two outcomes:

1. Your extension request will be granted – either based on the date and time you proposed or based on an alternative date and time specified by the appropriate member of staff
2. Your extension request will not be granted*

The outcome of your extension request will be communicated to you via a Myplace notice and an email. If you have downloaded the University's Mobile App and have logged in using your DS username, you will also receive a push notification on your device.

If you submit an extension request and decide that you no longer require it, you can cancel the request up until the point at which it is approved. After it has been approved, you cannot cancel the request but you can, of course, submit the work in time for the original deadline.

*If your extension request is not granted and you would like to access support please contact the Courses Support Team at hass-courses-hum@strath.ac.uk . For details of central University support services, please see the 'Support' section below.

Feedback

It is School policy that assessed work will normally be marked, moderated, and returned via Myplace within **15 working days** (i.e. three weeks). If, on account of unexpected circumstances, a staff member is unable to do this, this will be communicated to students in advance by the class convenor.

Students should be aware that their work will not necessarily be marked by the class convenor and, in the case of large classes, a member of the teaching team. Nonetheless, assessments for large classes will be moderated by the class convenor; for small classes moderation will be carried out by another member of staff.

The marking of your assessment will take place in the immediate days following the submission deadline. Consistent with our quality assurance process, a proportion of all assessments will be scrutinised to ensure accuracy and consistency in the marking and feedback process, before the marks and feedback are returned to you. This process is part of a wider set of processes that are used to ensure that all stakeholders (students, families, the university, the government, the public, and employers etc) maintain confidence in the UK H.E.'s assessment system.

The role of External Examiners (that is, experienced members of academic staff from departments in other UK universities) in the UK higher education system is an extremely important one; their task is to ensure that our assessment and feedback procedures are robust, fair, and that we apply standards that are consistent with other universities in the UK. This process ensures that all stakeholders (students, families, the university, the government, the public, and employers etc) maintain confidence in the UK H.E.'s assessment system (see also below). Only once this process has been complete will we be in a position to release your grades and feedback.

Feedback will be provided and returned via Myplace. However, all students have the opportunity to contact your marker or class convenor for more detailed feedback in a one-to-one meeting. To arrange this you should email your class organiser.

Throughout your time at University, it is important that you use the assessment and feedback process effectively to enhance your learning. At Strathclyde, we acknowledge that assessments, and

related feedback, enable you to develop relevant knowledge, understanding, and skills, rather than simply providing a measure of your learning. Please refer to the University's [Making the most of your Assessment and Feedback](#) booklet for more helpful information. Please also see Appendix 1 for the marking criteria that will be applied across the range of assessments on the MSc Applied Translation programme.

Resits

If you do not achieve a class average of 50 or higher, you will have the opportunity to resit the failed assessment(s), normally in the same academic year. Resit assessments will be marked in the normal way (i.e. they will be not be capped at the pass mark), and the mark awarded by the marker will be returned to the Board of Examiners. The credit-weighted average (CWA), which is used by the Board of Examiners to make any progress or award decisions, is always calculated using the mark(s) for the first attempt.

Pass by Compensation

Under the Compensation Scheme and Progress regulation, students who fail a class may be eligible to pass by compensation. For further information go to:

https://www.strath.ac.uk/media/ps/cs/gmap/academicaffairs/policies/Policy_on_Compensation_Scheme.pdf

General information

Plagiarism

The University of Strathclyde takes a very serious view of plagiarism. Therefore, it is essential that every effort is made to avoid plagiarism and ensure that sources of information, data and ideas are properly acknowledged. Plagiarism can take different forms, including copying text, unacknowledged paraphrasing and collusion between students. When it is detected you will be given 0% for the work and further disciplinary steps may follow. For that reason, it is strongly recommended that all students should read and take note of the University's advice on plagiarism and effective note-taking at: http://www.strath.ac.uk/sees/studentpolicies/policies/appealscomplaintsdiscipline/academicdishonestyguidance/

Turntin UK is the leading academic plagiarism detector used by the university. In order to avoid unintentional plagiarism, all coursework submitted will automatically go through Turnitin, which is connected to the submission link on Myplace. This will automatically create a full Turnitin report within 24 hours of submission.

Staff student liaison committees (SSLC)

Each year has a staff student liaison committee, with student representatives from each of the postgraduate programmes. Feedback is given on classes, minuted, and passed on to the Faculty

committees (which have oversight of our degree). The minutes are anonymized: no student or member of staff is named.

All programmes must have a representative (the number depends on the size of the programme), and each rep is responsible for collecting feedback and reporting back to the committee through a short report and attendance at the committee meeting. The normal suggested timeline is below.

Week 1: Programme co-ordinators should ask students to volunteer for programme rep (between 1-3 students is normal)

Week 4: Students should contact their peers on their class to gather feedback. This can be done either through asking your tutor to post a notice on the Myplace page asking students to email their rep, or by using 10 minutes at the beginning or end of a class.

Week 5-6: Students should email their reports to the programme coordinator on the day of the meeting and offer a summary of the report at the meeting with other students. See above for meeting date and time.

Week 6-7: A staff response to students with actions taken in light of feedback will be posted on class Myplace pages.

Week 10-11: If students have any additional feedback, this can be reported on the class feedback form and through a final SSLC meeting.

Student support

Students will attend an induction session at the outset of the programme at which they will be introduced to programme teaching staff, briefed on the programme rationale, content and structure, made familiar with teaching, learning and assessment procedures as well as with learning resources available at the University of Strathclyde. An online library induction event will also be arranged.

Strathclyde has an awarding-winning career service and you are very welcome to seek support and guidance from our career support team. More information can be found at https://www.strath.ac.uk/professionalservices/careers/.

The university also has a range of support mechanisms available to students, including:

Disability and Wellbeing Service (including Student Counselling Service and Student Health)

Phone: 00 44 141 548 3402
Email: disability-wellbeing@strath.ac.uk
For more information visit the Disability and Wellbeing Service webpage.

Rape Crisis Support Centre
For information visit:
(https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/rapecrisisstudentsupportservice/

Learner Development Services

Phone: 00 44 141 548 3402
Email: learner-development@strath.ac.uk

For more information visit the Learner Development Services webpage

Strathclyde Students' Union's The Advice Hub

Email: strathunion.advice@strath.ac.uk
For more information see Strath Union's Advice Hub webpage.

Quality Assurance
Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:
- feedback questionnaires distributed annually to students
- student comments through class representatives (SSLC, as above)
- annual module review
- annual course report
- external examiners' reports

External Examiner for MSc Applied Translation: **tbc**

Communication
Students should be aware that an email sent from their university account is not private communication and, therefore, they must treat email communication responsibly.

Students can have a reasonable expectation that staff engaged in teaching will respond to them **within three working days**.

Appendix 1: Marking criteria

Marking criteria for dissertation (research/commentary) and essays

Mark %	Level of Achievement	Verbal Descriptor
80+	Distinction	Outstanding, exceptionally well-researched, well-written and well-presented original research and/or argument that makes a significant contribution to the published scholarship in the subject area. Exceptional.
70-79	Distinction	Excellent work, incorporating strong critical analysis, clear argument, deep understanding and a good balance between evidence and interpretation. Good control of detail. Clear signs of independent thinking and originality in approach or conclusions. Strong command of English.
65-69	Merit	Good choice of relevant evidence within an appropriate interpretive framework. Analysis characterised by clear, accurate and well-structured argument. Good understanding of a reasonably wide body of material and of concepts. Evidence of wide and thoughtful reading. Good English. Lacking somewhat in originality and range.
60-64	Merit	Identifies the main issues and demonstrates a fair understanding of a reasonable range of reading. Presents a relevant discussion that incorporates appropriate evidence. Makes a careful attempt to structure the argument in a logical fashion. Lacking somewhat in originality and range. Presented in correct English.
55-59	Pass	Restricted reading and limited familiarity with the topic. Somewhat superficial understanding and analysis; not always fully relevant or accurate. Weak in one or more of the following respects: structure, organisation, relevance, English, presentation.

50-54	Pass	Little background knowledge apparent; little or no interpretation. Very weak in one or more of the following respects: structure, organisation, relevance, understanding, English, presentation and/or partial grasp of concepts. Possible tendency towards irrelevance.
49 and below	Fail	Very little information and little or no relevance and lacking any attempt to interpret it. Extremely weak in several of the following respects: structure, organisation, relevance, English, concepts, presentation. Contains significant errors and misconceptions.

Marking criteria for comparative translation analysis

Classification	Learning outcomes & scholarship	Criticality & analysis	Academic referencing	Written communication
90-100% **Distinction**	Significant learning outcomes are met to an exemplary standard showing creativity, inventiveness, independence of judgement and consistent evidence of originality of thought and expression. Demonstrates an exemplary understanding of link between theory and practice and	Work demonstrates exemplary standard of critical analysis and/or originality and creativity. Exemplary in its use of ideas, concepts and theory. Exemplary analysis of data. Exemplary level of self-reflection. Conforms to the highest standard that can be reasonably expected from a Masters level	Exemplary in all respects. Outstanding reference list with academic referencing conventions employed accurately, consistently and according to established practice within the discipline. Conforms to the highest standard that can be reasonably expected from a Masters level	Exemplary standard of written English. Written communication, including use of subject-specific language, is of highest standard that can be reasonably expected from a Masters level project or dissertation.

	practice-related issues and/or standards. Attains the highest standards of scholarship that can be expected of a Masters level project or dissertation.	project or dissertation.	project or dissertation.	
80-89% **Distinction**	Significant learning outcomes have been fully met to a very high standard. The submission shows clear signs of perceptiveness and some originality of thought and expression. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains a very high level of scholarship, though small potential improvements can be readily identified.	Work demonstrates a very high standard of critical analysis and/or originality and creativity. Employs ideas, concepts and theories with confidence. Very high level of self-reflection.	A very high standard of referencing throughout. Reference list conforms to a very high standard. Errors very few and mostly very minor.	A very high standard of written English.

70-79% **Distinction**	Significant learning outcomes have been fully met to a high standard. Demonstrates a strong understanding of link between theory and practice and practice-related issues and/or standards. Attains an impressive level of scholarship, though there may be scope for improvement in a number of areas.	Work demonstrates a high standard of critical analysis and/or originality and creativity. Employs ideas, concepts and theories to good effect. High lev self-reflection.	A high standard of referencing throughout. Reference list conforms to a high standard, though there may be a number of small errors which can be easily corrected in future submissions.	A high standard of written English.
65-69% **Merit**	Significant learning outcomes have been met to a very good standard. Demonstrates a good understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship, but lacks the sophistication of	The work contains some very good examples of critical analysis and but limited originality and creativity in use of ideas, concepts, case studies etc. Very good level of self-reflection though some scope for development. Critical approach lacks the sophistication required for distinction.	A very good standard of referencing, though a number of errors or inconsistencies may be present. Very good reference list but possibly containing technical errors, some minor, some more serious. Referencing practice lacks sophistication	A very good standard of written English, with only minor errors present. Lacks the sophistication required for distinction.

	execution required for distinction.		required for a distinction.	
60-64% **Merit**	Significant learning outcomes have been met, mostly to a good standard. Demonstrates understanding of link between theory and practice and practice-related issues and/or standards. Attains a good level of scholarship and demonstrates clear evidence of engagement in the discipline that lifts it above the merely 'competent'. Exceeds the requirements of a Pass.	The work contains some good examples of critical analysis and but limited originality and creativity in use of ideas, concepts, case studies etc. Good level of self-reflection, but plenty of scope development.	A good standard of referencing, though a number of errors or inconsistencies may be present. Good reference list but possibly containing technical errors, some minor, some more serious.	A good standard of written English, with only minor errors present
55-59% **Pass**	Significant learning outcomes have been met satisfactorily. Some may have been met to a good standard. Demonstrates a satisfactory understanding of the subject	Conscientious work and attentive to subject matter and/or task set, but balanced more towards a descriptive rather than a critical, analytical treatment.	Referencing satisfactory on the whole, though some inconsistencies or instances of poor/limited citation may be present. Satisfactory reference list but likely to	A reasonable standard of written English, though a number of errors may be present.

			reveal some weaknesses in composition and use of referencing conventions.	
	and some understanding of link between theory and practice and practice-related issues and/or standards. Standard of scholarship likely to be undermined by poor linkage of issues/themes, poor use of evidence, unsubstantiated claims etc.			
50-54% **Pass**	Significant learning outcomes have been met satisfactorily. Demonstrates a barely satisfactory understanding of the subject. Some understanding of link between theory and practice and practice-related issues and/or standards, but falls well short of the standard required for a Merit. Standard of scholarship likely to be undermined by	Work is attentive to the subject matter and/or task set, but mostly descriptive rather than critical or analytical in its approach. It may contain some useful observations, but insights offered are very limited in scope and sophistication. A narrow pass.	Referencing barely satisfactory. A number of inconsistencies in citation may be present. Satisfactory reference list but likely to reveal some serious weaknesses in composition and use of referencing conventions. A narrow pass.	A barely satisfactory standard of written English. A small number of serious errors may be present. A narrow pass.

	poor linkage of issues/themes, poor use of evidence, unsubstantiated claims etc. Overall conception lacks ambition. A narrow pass in which there is plenty of scope for improvement.			
40-49% **Fail**	Submission fails to demonstrate achievement of the learning outcomes. Some understanding of link between theory and practice and practice-related issues and/or standards is present but lacks the sophistication required for a Pass. Standard of scholarship undermined by poorly constructed ideas, arguments, use of evidence, partial response to the question etc. There may	Range of data and/or literature employed is very limited and too narrow to justify a Pass at Masters level. Over-reliance on material provided on MyPlace or in lectures/seminars.	Citations may be present, but referencing is poor, suggesting that little effort has been made to follow guidance. Work is vulnerable to unwitting plagiarism. Reference list inadequate. Many errors, some serious, revealing an insufficient awareness of mechanics of scholarship. Fails to conform to the standard required for a Pass.	Standard of written English fails to meet the standard required for a Pass at Masters level; a number of serious errors may be present; Poorly structured and written, with poor attention to vocabulary and grammar. The student should consider seeking additional support in the development of their written English.

	be some evidence of reflection but it is partial and lacks insight expected at Masters level.			
30-39% **Fail**	One or two learning outcomes have been met in a limited way. Understanding of link between theory and practice and practice-related issues and/or standards is considerably below that required for a pass. Standard of scholarship insufficient for a pass, with weaknesses in many areas. Very limited evidence of reflection.	The treatment is almost wholly descriptive. Contains little evidence of a critical or analytical engagement with the topic.	Citation almost or entirely absent. Guidance largely ignored. Reference list omitted or very poorly assembled. Poor referencing means work is highly vulnerable to unwitting plagiarism. Awareness of mechanics of scholarship very weak.	A poor standard of written English. All of the flaws mentioned above, but of an even more serious nature. The student should consider seeking additional support in the development of their written English.

Marking criteria for translation

Please note the following in applying these criteria:
   A. In coursework (as opposed to examination) a higher degree of accuracy is expected in each of the grade bands and marks are deducted for poor terminology research skills.
   B. Repeated or consequential errors are not penalized.
   C. Marking is not purely 'negative': marks are deducted for mistakes but marks are also awarded for good translation ability as defined below.

Into your first language

Distinction 90+%	Almost flawless comprehension of the original. The translation is of publishable quality. The translated message should convey all aspects of the sense of the original, including nuances of style, intention, register, metaphor and cultural reference.
Distinction 80-89%	Accurate comprehension of the original. The translation should be fluent, showing the awareness of cultural and social difference between the source and target audience. The translated version should also reflect students' appropriate strategies of tackling various difficulties in the translation.
Distinction 70-79%	Very good comprehension of the original. The translated text is fluent and is an accurate rendition of the original in most aspects of sense, including style, register, metaphor and cultural reference. A few mistranslations could be in the translation but they won't distort either the message or the intention of the original.
Merit 60-69%	Good comprehension of the original. The translation is largely accurate and is a coherent text on its own. The transition between messages can be a bit abrupt, but in most part it is a fluent and acceptable translation. The register is generally appropriate. The translation should show a good use of wide range of vocabulary and the vocabulary is used in the appropriate context.
Pass 50-59%	Good comprehension of the majority of the original. The syntax and vocabulary in the original might not be fully understood thus leading to a few mistranslations. The translation is generally acceptable and reads well but awkwardness in structure and vocabulary use is evident. The translation should show the student's awareness of the styles, register, text types, intention of the original, though attempts to tackle the difficulties may not be always successful.

Fail 40-49%	A lack of comprehension of the original. Misunderstanding of the message may lead to wrong renditions in the target language. The translation is in the most part literal and the translation may contain major flaws that distort the message. Poor use of target syntax and vocabulary in the rendition.
Fail 0-39%	Poor comprehension of the original. The message is mostly distorted. The student demonstrates his/her incapability of either understanding the passage or of rendering the original in the target language. The translated version is disjointed, showing the student's inability to construct the message using syntax and vocabulary in the target language.

Out of your first language

Distinction 90+%	Accurate comprehension of the original. The translation is of publishable quality. The translated message should convey all aspects of the sense of the original, including nuances of style, intention, register, metaphor and cultural reference. Vocabulary and syntax are appropriate in the target language. No grammatical errors.
Distinction 80-89%	The message is conveyed in the translation with a very high and persuasive degree of accuracy. The target text is generally error-free, demonstrating the student's ability of handling different aspects of the sense of the original. The translation demonstrates a wide range of vocabulary and a good command of syntax in the target language.
Distinction 70-79%	The message is conveyed fully, and register is generally appropriate. Language is generally error-free, although there may be slips, and more complex constructions may generate more significant errors. Shows an awareness of stylistic features of the original passage and makes some attempt to reproduce them.
Merit 60-69%	The sense of the passage is broadly conveyed with clarity, and register is generally appropriate. Few major mistakes of syntax and morphology are made, and generally the incidence of errors is low, although some of the more complex sections generate significant errors. Will generally be able to use appropriate vocabulary, though there may be gaps in knowledge or in understanding of usage. At the lower end of the range there will be less proficient mastery of

	appropriate vocabulary and syntax, and little attempt will be made to reproduce the style of the original.
Pass 50-59%	The original is generally conveyed accurately but there are some translations with inappropriate syntax and vocabulary. The student may show lack of ability to handle complex syntax. Register is generally appropriate and appropriate strategies are used to translate the text type in question.
Fail 40-49%	The translation is not acceptable due to readability of the translated text. Errors of register, syntax and morphology are frequent, but some ability to handle basic syntactical and morphological features of the language is demonstrated. The literal sense of the original passage is conveyed to some degree. Little or no evidence of awareness of the structural differences between the two languages or of stylistic issues.
Fail 0-39%	Demonstrates the ability to handle basic syntactical and morphological features of the language, but struggles to convey the sense of the passage. To a large degree, lacks the vocabulary required by the passage for translation, but some relevant vocabulary is present. At the lower end of the range, the translation demonstrates the student's inability to reconstruct the passage and clear inability to handle syntax, grammar and vocabulary in the target language.

Critical reflections

Mark	Level of achievement	Descriptor
70+	Distinction	Reflection demonstrates a high degree of critical and subjective thinking in analyzing, and evaluating key aspects of translation practice. Insightful and relevant connections made with course concepts and theories from readings, lectures, discussions, and/or assignments. Conveys strong evidence of reflection on own work with a well-illustrated personal response that demonstrates significant skills development. Synthesizes current experience into future practice.
60-69	Merit	Reflection demonstrates a good degree of critical and subjective thinking in analyzing, and evaluating key aspects of translation practice. Connections made with course concepts and theories from readings, lectures, discussions, and/or assignments.

		Conveys evidence of reflection on own work with a reasonably well-illustrated personal response that demonstrates satisfactory skills development. Some thought given to how current experience can be built into future practice.
50-59	Pass	Reflection demonstrates some degree of critical and subjective thinking in analyzing, and evaluating key aspects of translation practice, although insights will be limited. Minimal connections made with course concepts and theories from readings, lectures, discussions, and/or assignments. Conveys limited evidence of reflection on own work with some illustrated personal response that demonstrates adequate skills development. Minimal thought given to how current experience can be built into future practice.
49 and below	Fail	Reflection lacks critical and subjective thinking. Superficial or no connections made with course concepts and theories from readings, lectures, discussions, and/or assignments. Conveys inadequate evidence of reflection on own work with no illustration of a personal response that demonstrates skills development. Overlooks how current experience can be built into future practice.
Criteria adapted from Kreiger (2014)		

Appendix 2: Assessment cover sheets

Translation Assessment Sheet

Reg No.:   **Grade:**

Class Title	Class Code

ST domain:
ST source:

	1	2	3	4	5
Comprehension of ST (source text) resulting in conceptual accuracy	1	2	3	4	5
Appropriateness of TT (target text) for specified purpose and appreciation of readership requirements	1	2	3	4	5
Readability	1	2	3	4	5
Expression (register, style, technical standards [spelling, grammar punctuation])	1	2	3	4	5
Terminological consistency, accuracy and appropriateness	1	2	3	4	5
Demonstrates sociolinguistic competence and full control of register	1	2	3	4	5

These scores do not represent a method of calculating your grade, but are for guidance on improving your work

Comments:

Comparative Analysis Assessment Sheet

Reg No.:

Class Title:	Class Code:

Source Text:	
Target Text:	
Marker:	**Grade:**
Comments:	

Translation & Commentary/Reflective Essay Assessment Sheet

Reg No.:

Class Title	Class Code

ST Domain:
ST Source:

Translation	Grade:				
Comprehension of ST (source text) resulting in conceptual accuracy	1	2	3	4	5
Appropriateness of TT (target text) for specified purpose and appreciation of readership requirements	1	2	3	4	5
Readability	1	2	3	4	5
Expression (register, style, technical standards [spelling, grammar punctuation])	1	2	3	4	5
Terminological consistency, accuracy and appropriateness	1	2	3	4	5
Demonstrates sociolinguistic competence and full control of register	1	2	3	4	5

Comments:

Commentary/Reflection:	Grade:
Comments:	
Overall grade:	

Research Dissertation Assessment Sheet

Reg No.:

Dissertation title:
Comments:
Overall grade:

Translation and Commentary Dissertation Assessment Sheet

Reg No.:

ST Domain: ST Source:					

Translation	Grade (worth 40%):				
Comprehension of ST (source text) resulting in conceptual accuracy	1	2	3	4	5
Appropriateness of TT (target text) for specified purpose and appreciation of readership requirements	1	2	3	4	5
Readability	1	2	3	4	5
Expression (register, style, technical standards [spelling, grammar punctuation])	1	2	3	4	5
Terminological consistency, accuracy and appropriateness	1	2	3	4	5
Demonstrates sociolinguistic competence and full control of register	1	2	3	4	5

Comments:

Commentary:	Grade (worth 60%):

Comments:

Overall grade: